

A STUDY OF A WRITTEN DISCIPLINE POLICY
IN A LARGE MIDWESTERN CITY

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Master of Science in Education

by
Robert Nelson Hyde

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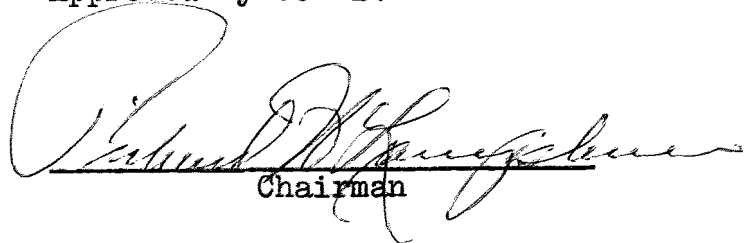
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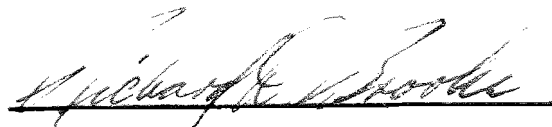
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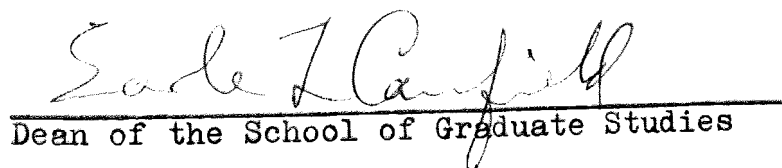

Dean of the School of Graduate Studies

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Chapter I

THE NATURE OF THE STUDY

THE PROBLEM

Statement of the Problem

It is the purpose of this study (1) to determine current practices in applying a school discipline policy in elementary schools, (2) to identify those practices found to be most common, and (3) to determine how consistently certain aspects of the policy are being carried out.

Importance of the Study

One of the major concerns of the school is the maintenance of the proper atmosphere for learning. To insure that a child's learning is not hindered by disruptive situations, formal discipline policies have been developed by districts. These policies, further, outline reasonable and proper measures to aid the teacher in maintaining control without infringing on the rights of students. As times and events change the public outlook, teachers and administrators have re-evaluated and revised their procedures.

The discipline policy adopted by a local school board in a midwestern city of 200,000 population on May 5, 1968,

and revised by action of this board on November 19, 1968, was designed to serve as a guideline for teachers and administrators in "developing within a student individual responsibility for his own action in accordance with socially accepted conduct."¹ A study of the use of the policy in its infancy should prove to be a valuable instrument to administrators as they seek to guide teachers in the implementation of the written policy and in shifting away from older and unendorsed disciplinary practices.

RELATED LITERATURE

Maintaining good classroom order and applying appropriate measures to handle disruptive students in the classroom have always been the concern of teachers. One has only to recall the lyrics of the nostalgic "Schooldays" to ascertain that the teacher in that song used the hickory stick to discipline boys and girls who did not attend to their "readin', writin' and 'rithmetic." Teachers in colonial America were selected not only for their facility with subject matter but also for their ability to maintain discipline and to administer harsh punishments. It was generally believed that flogging aided in the improvement of the child and, therefore, was an essential part of his

¹Discipline Policy, Des Moines Public Schools, adopted by the Board of Education, May 7, 1968, revised, November 19, 1968.

education. Flogging, reported one writer, "emerged from the theological belief, current during colonial days, that children were born wicked and that only by the severest type of discipline could they be reformed and improved."¹

Generally, educators now reject the idea of physical punishment as an aid to learning. Many, like Vennard, have pointed to harsh disciplining as a serious mistake which educators made in the past.² Hymes catalogued the kinds of mental and physical punishments of which teachers were guilty:

. . . You don't stand children in the corner. You don't yell at youngsters. And you don't shame them or use sarcasm or call them names. You don't hit them. You don't pinch them. You don't twist their arms, and you don't use a ruler. You don't keep them in after school and you don't take their play periods away from them. You don't stand them with their heels against the wall, up straight like soldiers, and you don't make them put their noses in a circle on the blackboard like prisoners in Siberia. You don't give them demerits like bad Marines or put dunce caps on their heads or embarrass them or nag or make their lives a torment.³

Vennard suggested that these practices have "helped cause many of our students to lead the kinds of lives of which none of us could be proud."⁴

¹L. G. Thomas and others, Perspectives on Teaching (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1961), p. 16.

²Bruce Vennard, "Disciplined Discipline," Midland Schools, LXXXIV (May-June, 1969), 12-14.

³James L. Hymes, Jr., Behavior and Misbehavior, A Teacher's Guide to Action (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1955), p. 19.

⁴Vennard, op. cit., p. 12.

Child psychologists have joined educators in disclaiming punishment as a successful method of teaching conformity to social standards, responsibility and self-control. Riessman, in his studies of the culturally disadvantaged child, found that punishment tended to reinforce aggressive behavior.¹ Today parents are cautioned against using force or pain to correct their children. Authorities feel that these cause children to develop fear and resentment rather than self-control.² Attitudes on acceptable methods of handling behavior problems in the classroom as well as in the home have changed since the days when the hickory stick was looked on with favor. These attitudes seem to have influenced the direction of written discipline policies in public schools today.

Two other circumstances of the modern days seem also to have influenced statements in written discipline policies: (1) the new era of student rights and (2) the desire of teachers to clarify the respective responsibilities of students, parents, school personnel and school boards. In a review of recent court cases in which school board decisions concerning student dress and behavior were overruled,

¹David Gottlieb and Charles E. Ramsey, Understanding Children of Poverty (Chicago: Science Research Associates, Inc., 1955), p. 58.

²Katherine R. Baker and Xenia F. Fane, Understanding and Guiding Young Children (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1967), p. 226.

Griffiths outlined the present dilemma of the school administrator:

. . . to reconcile the pressure from teachers to terminate the attendance of the non-conforming student and the demand from the civil libertarians to accord nonconformity a priority in the value system. . . . to reconcile the rights of the individual student with mores of the school community¹

Boettcher and Dingman pointed out that the clarification of responsibilities of all participants in the educative process has a positive effect on teacher performance in the classroom:

A clear understanding of responsibilities provides security, assurance and support to teachers and enables them to proceed with firmness and confidence. Teachers then feel more comfortable in establishing appropriate limits and less impelled to avoid situations which cause disturbances.²

The discipline policy of the Des Moines Independent Community School District attempts to clarify roles and to protect individual rights.³ It assigns to the School Board, its staff, the pupils and their parents the joint responsibility of insuring the successful carrying out of school procedures. Teachers are enjoined to consider the dignity

¹William E. Griffiths, "Student Constitutional Rights: The Role of the Principal," The Bulletin of the National Association of Secondary School Principals, LII (September, 1958), 31.

²William D. Boettcher and Paul R. Dingman, "Alleviating Emotional Disturbances in School Children," Midland Schools, LXXXIV (May-June, 1969), 11.

³Discipline Policy, Des Moines Public Schools, Adopted by the Board of Education May 7, 1968, and revised November 19, 1968.

of students with respect to race, color, or creed. Protection of the dignity of school personnel is also guaranteed. Reasonable force may be used by a teacher to prevent or stop a breach of discipline, but force is not recommended as a disciplinary action. A statement of philosophy in the Caledonia, Michigan, discipline provision indicates that the school board recognizes its responsibility to support teachers in their efforts to maintain classroom control. Teachers are expected to conduct lessons which stimulate interest among their students, lack of interest is seen as one cause of misbehavior.¹

Gnagey reported that although the subject of classroom control causes much discussion, opinion, argument and despair, there is very little scientific research on discipline. He attributed this to the "market basket character of the concept itself."² Close examination of the disruptive student and of the disciplinary actions taken by teachers usually leads researchers into specialized areas: curriculum, developmental psychology, mental hygiene, or group dynamics, for examples. Redl and Wineman, in the introduction to their study of disturbed children, stated

¹"Negotiation Agreements: Student Discipline," NEA Research Bulletin (May, 1969), pp. 56-60.

²William J. Gnagey, Controlling Classroom Misbehavior, National Education Association and Association of Classroom Teachers Publications, 1955, p. 4.

the value of their findings to teachers of normal children:

More important even than for the treatment of children who hate is the implication of this material for the educational handling of normal child behavior in daily life. For, normal children are not born with a fully developed control machinery either.¹

Research on written discipline statements also seems sparse, the one notable exception being a 1969 NEA Research Division survey of teacher-school board agreements which contained student discipline provisions. According to this survey of 2,225 negotiated agreements for the 1967-68 school year, 603 school systems had agreements with comprehensive statements on student discipline. Specific student discipline statements were found in 193 provisions. Also, 193 different aspects of discipline were located in clauses of various provisions. The specific agreements contained clauses which clarified teacher responsibilities, described disruptive behavior, outlined procedures for the initial handling of discipline cases, detailed punishments for offenses and established special classes or facilities for offenders.² This study reflects only those provisions negotiated by a teacher organization as a part of a contract package. No information is available on written discipline policies developed under other circumstances.

¹Fritz Redl and David Wineman, Children Who Hate (New York: Collier Books- Macmillan, LTD, 1951), p.33.

²NEA Research Division Survey, pp. 58-60.

The lack of information on the effectiveness of policies or teacher use of them would indicate a need for research in these areas.

OBJECTIVES

The questions which this study is designed to answer are:

1. What practices are being employed in elementary schools to implement the written discipline policy in a school district in a city of 200,000 population?
2. What practices are most commonly used to implement the policy?
3. How consistently are various aspects of the policy being carried out?

Chapter II

METHODS OF THE STUDY

GENERAL DESIGN

A group of elementary school teachers were identified for the purpose of obtaining information concerning the implementation of a written discipline policy. A questionnaire was constructed and validated by the investigator. The questionnaire, a cover letter explaining the questionnaire and an addressed stamped envelope were personally delivered to the school mail box of each teacher selected.

POPULATION AND SAMPLE

The population of this study was the elementary teachers in large midwestern cities with a population of 200,000 where a written discipline policy is used. The sample was drawn from representative teachers in grades Kindergarten through Six in Des Moines, Iowa, due to the availability to the researcher. The teachers were assumed to be representative of the population of the study.

Questionnaires were delivered to teachers in fifty-eight elementary school buildings in the Des Moines Independent Community School District. Two of the sixty

elementary schools in the district, Slinker and Smouse, were excluded from the study because of the special programs in those buildings. Slinker School houses a program for the trainable retarded whereas Smouse School is a facility for the physically handicapped. This survey, therefore, was limited to those schools in which a regular elementary curriculum is pursued.

Forty-eight schools had both the lower elementary (Kindergarten through third grade) and upper elementary (grade four through six) within the building. In these schools two teachers from each level were selected through the use of a table of random numbers. In ten schools where only a lower elementary program was in progress, two teachers were selected. No references to a specific school appeared on the questionnaire in order that teachers would not be reluctant to make candid responses.

DATA AND INSTRUMENTATION

The questionnaire consisted of forty-seven items which required the checking of an appropriate blank or the circling of a number or two by the teacher. The questionnaire was validated by a panel of educators including Dr. Richard Lampshire and Dr. Richard Brooks, both of Drake University, Des Moines, Iowa. Additions to and revisions of the questionnaire were based on responses from the panel. The forty-seven items in the questionnaire were designed

to accomplish the following things:

1. Identify the respondents by sex, level taught, and years of experience.
2. Determine whether the policy is accepted and helpful to teachers.
3. Determine their familiarity with certain statements in the written discipline policy.
4. Discover situations in which the policy is used.
5. Identify common methods which elementary teachers use to handle discipline problems.

From the data obtained, tables were constructed, summaries and conclusions were drawn and recommendations were submitted.

DEFINITION OF TERMS USED

The policy, the written policy, the discipline policy.

Throughout this report, the terms "the policy, the written policy and the discipline policy" refer to the same publication, the Des Moines Discipline Policy, adopted by the School Board on May 5, 1968, and revised by action of this board on November 19, 1968.

Elementary teachers. The term elementary teachers means those selected teachers who teach kindergarten through sixth grade.

Lower elementary. The first four grades, kindergarten through third grade are called lower elementary.

Upper elementary. The term upper elementary refers to grades four through six.

Questionnaire. In this report the term questionnaire refers to the form consisting of forty-seven items distributed by this investigator for the purpose of gathering information about the written discipline policy of the Des Moines Public Schools.

Chapter III

RESULTS OF THE QUESTIONNAIRE STUDY

One hundred thirty-nine questionnaires were returned and considered by the investigator in organizing information. (Two other questionnaires were returned with notes stating that the respondents had not had sufficient contact with the written policy and, therefore, they did not wish to complete the questionnaires. Since these did not indicate the level taught, sex, or years of experience, they had to be excluded from the survey.) The number and percentage of male and female teachers responding to the questionnaire were as follows:

	<u>Number Contacted</u>	<u>Number Responding</u>	<u>Per Cent</u>
Male	21	19	90.5
Female	<u>191</u>	<u>120</u>	<u>62.8</u>
Total	212	139	76.6

Table I describes the respondents as to their sex, level taught, and years of experience. All nineteen men were teachers in the upper elementary grades. Forty-seven of the women taught in grades four through six. The largest number of the respondents were female teachers in the lower elementary grades. Seventy-three questionnaires came from

these teachers. With sixty-six teachers reporting from the upper elementary grades, the total number of respondents was about evenly divided between the upper and lower elementary units. Table I also shows that fifty-one teachers were in their first three years of teaching or the probationary period in the Des Moines Public Schools. Thirty-five had taught from four to ten years; twenty had taught from eleven to fifteen years whereas another thirty-three had taught over fifteen years.

TABLE I
IDENTIFICATION BY SEX, LEVEL TAUGHT, AND YEARS
OF EXPERIENCE OF SELECTED ELEMENTARY
TEACHERS, DES MOINES, IOWA, 1969-70

	<u>Years of Experience</u>								Total
	<u>1-3</u> No.	%	<u>4-10</u> No.	%	<u>11-15</u> No.	%	<u>Over 15</u> No.	%	
Female Teachers K-3	29	39.7	17	23.3	9	12.3	18	24.7	73
Female Teachers 4-6	13	27.7	12	25.6	9	19.0	13	27.7	47
Male Teachers 4-6	9	47.4	6	31.6	2	10.5	2	10.5	19
Total	51	36.7	35	23.7	20	14.3	33	23.7	139

Results of item II A on the questionnaire reflect the manner in which the teachers received direction in interpreting the written discipline policy. Table II covers the responses of the lower elementary teachers. Table III shows the responses of women teachers in grades four through six. The responses of male teachers in the upper elementary grades are shown in Table IV. These tables show that 67 per cent of the teachers in the survey read and interpreted the policy in a meeting with their building principals. Also, 39.1 per cent reported that they had read the policy and discussed it informally with colleagues. Twenty per cent of the teachers in the survey marked two answers in item II A to indicate that a faculty meeting had been held to discuss the policy and, in addition, they had read and discussed the policy informally with colleagues. Only three teachers in the group surveyed indicated at this point on the questionnaire that they had not read the policy. The tables show these teachers to be those with tenure in the school system.

TABLE II

FAMILIARITY WITH DISCIPLINE POLICY, DES MOINES, IOWA,
1969-70, AS REPORTED BY SELECTED FEMALE TEACHERS,
GRADES KINDERGARTEN THROUGH THREE
(BY YEARS OF EXPERIENCE)

Years of Experience	Read and interpreted with principal*		Informally Interpreted*		Read, No Interpretation		Not Read	
	No.	%	No.	%	No.	%	No.	%
1-3	21	72.4	11	37.9	4	13.7	0	0.0
4-10	12	70.6	5	29.4	3	17.6	0	0.0
11-15	3	33.3	5	55.5	2	22.2	0	0.0
Over 15	15	83.3	4	22.2	1	5.5	1	5.5
Total	51	64.9	25	36.2	10	13.0	1	1.4

*Fourteen people marked both columns one and two.

TABLE III

FAMILIARITY WITH DISCIPLINE POLICY, DES MOINES, IOWA,
1969-70, AS REPORTED BY SELECTED FEMALE
TEACHERS, GRADES FOUR THROUGH SIX
(BY YEARS OF EXPERIENCE)

Years of Experience	Read and interpreted with principal*		Informally Interpreted*		Read, No Interpretation		Not Read	
	No.	%	No.	%	No.	%	No.	%
1-3	7	53.8	5	38.5	3	23.1	0	0.0
4-10	7	58.3	3	25.0	5	41.7	0	0.0
11-15	7	78.8	4	44.4	1	11.1	1	11.1
Over 15	8	61.5	4	30.8	1	7.7	1	7.1
Total	29	62.8	16	34.0	10	20.9	2	4.7

*Eight people marked both columns one and two.

TABLE IV

FAMILIARITY WITH DISCIPLINE POLICY, DES MOINES, IOWA,
1969-70, AS REPORTED BY SELECTED MALE
TEACHERS, GRADES FOUR THROUGH SIX
(BY YEARS OF EXPERIENCE)

Years of Experience	Read and inter- preted with <u>principal*</u>		Informally Interpreted*		Read, No Interpre- tation		Not Read	
	No.	%	No.	%	No.	%	No.	%
1-3	6	67.1	5	55.6	2	22.2	0	0.0
4-10	3	50.0	2	33.3	2	33.3	0	0.0
11-15	0	0.0	1	50.0	1	50.0	0	0.0
Over 15	2	100.0	1	50.0	0	0.0	0	0.0
Total	11	73.2	9	47.2	5	35.1	0	0.0

*Six people marked both columns one and two.

Tables V, VI, and VII show teacher response to item II B on the questionnaire, the one dealing with teacher agreement with the policy. The results show that there was a general endorsement of the policy among all groups:

	<u>Agree Completely</u>	<u>Agree Partly</u>
Women (K-3)	34.9%	56.4%
Women (4-6)	32.8	63.2
Men (4-6)	<u>18.1</u>	<u>79.2</u>
Total	25.2	66.2

Only about nine per cent of those returning the questionnaire indicated that they did not agree with it.

TABLE V

AGREEMENT WITH DISCIPLINE POLICY, DES MOINES, IOWA,
1969-70, AS REPORTED BY SELECTED FEMALE TEACHERS,
GRADES KINDERGARTEN THROUGH THREE
(BY YEARS OF EXPERIENCE)

Years of Experience	<u>Agree Completely</u>		<u>Agree Partly</u>		<u>Don't Agree</u>		<u>No Response</u>	
	No.	%	No.	%	No.	%	No.	%
1-3	6	20.7	23	79.3	0	0.0	0	0.0
4-10	7	41.2	9	52.9	0	0.0	1	5.9
11-15	4	44.4	5	55.6	0	0.0	0	0.0
Over 15	6	33.3	10	55.6	0	0.0	2	11.1
Total	23	34.9	47	60.8	0	0.0	3	4.3

TABLE VI

AGREEMENT WITH DISCIPLINE POLICY, DES MOINES, IOWA,
1969-70, AS REPORTED BY SELECTED FEMALE
TEACHERS, GRADES FOUR THROUGH SIX
(BY YEARS OF EXPERIENCE)

Years of Experience	<u>Agree Completely</u>		<u>Agree Partly</u>		<u>Don't Agree</u>		<u>No Response</u>	
	No.	%	No.	%	No.	%	No.	%
1-3	5	38.5	8	61.5	0	0.0	0	0.0
4-10	2	16.7	9	75.0	1	8.3	0	0.0
11-15	2	22.2	7	77.8	0	0.0	0	0.0
Over 15	7	53.8	5	38.5	1	7.7	0	0.0
Total	16	32.8	29	63.2	2	4.0	0	0.0

TABLE VII

AGREEMENT WITH DISCIPLINE POLICY, DES MOINES, IOWA,
1969-70, AS REPORTED BY SELECTED MALE
TEACHERS, GRADES FOUR THROUGH SIX
(BY YEARS OF EXPERIENCE)

Years of Experience	<u>Agree Completely</u>		<u>Agree Partly</u>		<u>Don't Agree</u>		<u>No Response</u>	
	No.	%	No.	%	No.	%	No.	%
1-3	2	22.2	6	66.7	0	0.0	1	11.1
4-10	0	0.0	6	100.0	0	0.0	0	0.0
11-15	1	50.0	1	50.0	0	0.0	0	0.0
Over 15	0	0.0	2	100.0	0	0.0	0	0.0
Total	3	18.1	15	79.2	0	0.0	1	2.7

Item II C asked that teachers select one of the following value judgments to indicate how helpful the policy was to them: (1) very helpful, (2) some help, (3) no help, and (4) detrimental. Again, the majority of teachers in all three groups reported a favorable reaction to the policy. About ten per cent of those responding marked "No Help" for this item. No teacher indicated that the policy was detrimental. As shown on Tables VIII, IX, and X a majority of teachers in each group found the policy to be of some help.

TABLE VIII

HELPLEFULNESS OF DISCIPLINE POLICY, DES MOINES, IOWA, 1969-70,
AS REPORTED BY SELECTED FEMALE TEACHERS,
GRADES KINDERGARTEN THROUGH THREE
(BY YEARS OF EXPERIENCE)

Years of Experience	<u>Very Helpful</u>		<u>Some Help</u>		<u>No Help</u>		<u>Detri- mental</u>		<u>No Response</u>	
	No.	%	No.	%	No.	%	No.	%	No.	%
1-3	6	20.7	18	62.1	5	17.2	0	0.0	0	0.0
4-10	2	12.1	13	76.5	1	5.7	0	0.0	1	5.7
11-15	3	33.3	5	55.6	1	11.1	0	0.0	0	0.0
Over 15	2	11.1	13	72.2	2	11.1	0	0.0	1	5.6
Total	13	19.3	49	66.6	9	11.1	0	0.0	2	3.0

TABLE IX

HELPLEFULNESS OF DISCIPLINE POLICY, DES MOINES, IOWA, 1969-70,
AS REPORTED BY SELECTED FEMALE TEACHERS, GRADES FOUR
THROUGH SIX (BY YEARS OF EXPERIENCE)

Years of Experience	<u>Very Helpful</u>		<u>Some Help</u>		<u>No Help</u>		<u>Detri- mental</u>		<u>No Response</u>	
	No.	%	No.	%	No.	%	No.	%	No.	%
1-3	2	15.4	11	84.6	0	0.0	0	0.0	0	0.0
4-10	3	25.0	6	50.0	3	25.0	0	0.0	0	0.0
11-15	2	22.2	5	55.6	2	22.2	0	0.0	0	0.0
Over 15	4	30.8	7	53.8	2	15.4	0	0.0	0	0.0
Total	11	23.4	29	61.0	7	15.6	0	0.0	0	0.0

TABLE X

HELPLEFULNESS OF DISCIPLINE POLICY, DES MOINES, IOWA, 1969-70,
AS REPORTED BY SELECTED MALE TEACHERS, GRADES FOUR
THROUGH SIX (BY YEARS OF EXPERIENCE)

Years of Experience	<u>Very Helpful</u>		<u>Some Help</u>		<u>No Help</u>		<u>Detri- mental</u>		<u>No Response</u>	
	No.	%	No.	%	No.	%	No.	%	No.	%
1-3	2	22.2	7	77.8	0	0.0	0	0.0	0	0.0
4-10	0	0.0	5	83.3	1	16.7	0	0.0	0	0.0
11-15	0	0.0	2	100.0	0	0.0	0	0.0	0	0.0
Over 15	0	0.0	2	100.0	0	0.0	0	0.0	0	0.0
Total	2	5.6	16	90.2	1	4.2	0	0.0	0	0.0

Tables XI, XII, and XIII show responses to item II D, the amount of use given the policy. Over forty per cent of all teachers marked "Somewhat" in describing the frequency with which they used the written policy. Another thirty-three per cent used the discipline policy "Slightly" whereas eleven per cent did not use the policy at all. This last figure seems related to the fact that ten per cent of the respondents reported that the policy was of no help to them. A study of the columns marked "Slightly" and "Not at All" in Tables XI, XII, and XIII shows, also, that over forty per cent of all respondents in each teacher group used the policy infrequently if at all.

TABLE XI

USE OF DISCIPLINE POLICY, DES MOINES, IOWA, 1969-70,
AS REPORTED BY SELECTED FEMALE TEACHERS,
GRADES KINDERGARTEN THROUGH THREE
(BY YEARS OF EXPERIENCE)

Years of Experience	<u>A Great Deal</u>		<u>Somewhat</u>		<u>Slightly</u>		<u>Not at All</u>		<u>No Response</u>	
	No.	%	No.	%	No.	%	No.	%	No.	%
1-3	0	0.0	16	55.5	10	34.4	3	10.1	0	0.0
4-10	1	5.9	6	35.3	7	41.2	1	5.9	2	11.8
11-15	1	11.1	3	33.3	3	33.3	2	22.1	0	0.0
Over 15	1	5.6	8	44.4	4	22.2	4	22.2	1	5.6
Total	3	5.7	33	42.1	24	32.8	10	15.1	3	4.3

TABLE XII

USE OF DISCIPLINE POLICY, DES MOINES, IOWA, 1969-70, AS
REPORTED BY SELECTED FEMALE TEACHERS, GRADES FOUR
THROUGH SIX (BY YEARS OF EXPERIENCE)

Years of Experience	<u>A Great Deal</u>		<u>Somewhat</u>		<u>Slightly</u>		<u>Not at All</u>		<u>No Response</u>	
	No.	%	No.	%	No.	%	No.	%	No.	%
1-3	1	7.7	9	69.2	3	23.1	0	0.0	0	0.0
4-10	3	25.0	3	25.0	3	25.0	3	25.0	0	0.0
11-15	1	11.1	4	44.5	2	22.2	2	22.2	0	0.0
Over 15	1	7.7	4	30.8	5	38.5	3	23.0	0	0.0
Total	6	12.9	20	42.4	13	27.2	8	17.5	0	0.0

TABLE XIII

USE OF DISCIPLINE POLICY, DES MOINES, IOWA, 1969-70, AS
REPORTED BY SELECTED MALE TEACHERS, GRADES FOUR
THROUGH SIX (BY YEARS OF EXPERIENCE)

Years of Experience	A Great Deal		Somewhat		Slightly		Not at All		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
1-3	1	11.1	4	44.5	3	33.3	1	11.1	0	0.0
4-10	0	0.0	1	16.7	5	83.3	0	0.0	0	0.0
11-15	0	0.0	1	50.0	1	50.0	0	0.0	0	0.0
Over 15	0	0.0	2	100.0	0	0.0	0	0.0	0	0.0
Total	1	2.7	8	52.8	9	41.7	1	2.8	0	0.0

Item II E on the questionnaire contained fifteen statements selected from the written discipline policy. In seven of these statements the word not was inserted so that the statement was an inaccurate quotation. Teacher responses are listed in Tables XIV, XV, and XVI.

An analysis of the results shows that in general, teachers were less accurate in correctly identifying statements one and twelve in item II E. Statement one referred to the individual principal's responsibility for determining building procedures in implementing the discipline policy. Only 61.2 per cent of the lower elementary teachers were accurate; 40.5 per cent of the upper elementary teachers

correctly identified statement one. Among the male elementary teachers, 54.1 per cent were correct on the item.

Statement twelve referred to the use of physical force in stopping or preventing a breach of discipline. The men teachers were very accurate, 97.2 per cent. Only 60.2 per cent of the upper elementary women teachers were accurate. Lower elementary teachers were more accurate with a 69.7 per cent response.

Generally, teachers were fairly accurate in identifying the other thirteen statements in item II E. However, women teachers with more experience were less accurate than those newer to the profession. Table XIV shows that lower elementary teachers with over fifteen years experience were not as accurate as other teachers on four statements: four and seven in addition to one and twelve discussed above. In statement four the building principal's responsibility for reporting criminal acts to the police is discussed. Statement seven required that teachers remember the discussion of "bully type" behavior in the discipline policy.

Table XV shows that women teachers of grades four through six with over fifteen years experience also were not as accurate as others at their teaching level. These teachers scored lower on seven statements in item II E: eight, eleven, thirteen and fourteen in addition to one, seven, and twelve, which are discussed above. Statement eight concerned the appropriate use of physical force by a teacher and was a companion idea to one stated in twelve.

Physical attack on a teacher was the subject of statement eleven. The use of police to remove unauthorized persons from a school building is referred to in statement thirteen whereas a general reference is made to the joint responsibility of parents, school board and school staff in statement fourteen.

Table XVI shows that men in their first three years of teaching were less accurate on eleven statements: two, three, five, six, nine, ten and fifteen in addition to statements one, seven, eight, and twelve discussed above. Men teachers were not as accurate in identifying the areas of disciplinary control (statement two) or in recognizing that the policy labels temper tantrums as a breach of discipline (statement three). In statement five the right of the classroom teacher to exclude students from the class was discussed, and, related to this was statement six, which referred to the fact that the policy was intended to strengthen teacher authority and dispel the "You can't touch me attitude." The men teachers with the smallest amount of experience were not accurate also in identifying a statement that referred to racial bigotry as a breach of discipline (statement nine); no other group seemed to be as inaccurate on this point. Specific criminal acts were discussed in statement ten; in statement fifteen is another reference to non-authorized personnel in school buildings.

TABLE XIV

ACCURATE IDENTIFICATION OF STATEMENTS FROM DISCIPLINE POLICY,
DES MOINES, IOWA, 1969-70, AS REPORTED BY SELECTED
FEMALE TEACHERS, GRADES KINDERGARTEN THROUGH
THREE (BY YEARS OF EXPERIENCE)

Summary Statement of items	<u>Years of Experience</u>							
	<u>1-3</u>		<u>4-10</u>		<u>11-15</u>		<u>Over 15</u>	
	No.	%	No.	%	No.	%	No.	%
1. Implementation of Board Policy	16	55.2	12	70.6	6	66.7	10	55.6
2. Areas of Disciplinary Control	21	72.4	11	64.7	7	77.8	15	83.3
3. Temper Tantrums	26	89.7	15	88.2	8	88.9	14	77.8
4. Reporting Criminal Acts	22	75.9	14	82.4	7	77.8	11	61.1
5. Policy on Exclusion	26	89.7	14	82.4	8	88.9	13	72.2
6. "You can't touch me" attitude	23	79.3	14	82.4	8	88.9	13	72.2
7. Bully type Behavior	21	72.4	14	82.4	7	77.8	12	66.7
8. Use of Physi- cal Force	21	72.4	13	76.5	7	77.8	14	77.8
9. Racial Bigotry	19	65.5	15	88.2	7	77.8	14	77.8
10. Definition of Criminal Acts	23	79.3	14	82.4	8	88.9	14	77.8
11. Physical Attack or Threats of Attack	26	89.7	12	70.6	7	77.8	13	72.2
12. Breach of Discipline	20	68.9	14	82.4	6	66.7	11	61.1
13. Use of Police	26	89.7	13	76.5	8	88.9	13	72.2
14. Responsibility of Staff, Pupils and Parents	27	93.1	12	70.6	8	88.9	13	72.2
15. Non-authorized Personnel	26	89.7	13	76.5	8	88.9	13	72.2

TABLE XV

ACCURATE IDENTIFICATION OF STATEMENTS FROM DISCIPLINE POLICY,
DES MOINES, IOWA, 1969-70, AS REPORTED BY SELECTED
FEMALE TEACHERS IN GRADES FOUR THROUGH SIX
(BY YEARS OF EXPERIENCE)

Summary Statement of items	<u>Years of Experience</u>							
	<u>1-3</u>		<u>4-10</u>		<u>11-15</u>		<u>Over 15</u>	
	No.	%	No.	%	No.	%	No.	%
1. Implementation of Board Policy	6	46.1	4	33.3	4	44.4	5	38.5
2. Areas of disciplinary control	8	61.5	9	75.0	7	77.8	11	84.6
3. Temper tantrums	13	100.0	11	91.8	8	88.9	12	92.3
4. Reporting criminal acts	9	69.2	10	83.3	7	77.8	10	76.9
5. Policy on exclusion from class	11	84.6	9	75.0	9	100.0	10	76.9
6. "You can't touch me" attitude	9	69.2	10	83.3	8	88.9	11	84.6
7. Bully type behavior	11	84.6	10	83.3	8	88.9	9	69.2
8. Use of physical force	9	69.2	10	83.3	7	77.8	6	46.2
9. Racial bigotry	8	61.5	8	66.7	8	88.9	11	84.6
10. Definition of criminal acts	8	61.5	8	66.7	8	88.9	10	76.9
11. Physical attack or threats of attack	12	92.3	11	91.8	9	100.0	7	53.8
12. Breach of discipline	9	69.2	8	66.7	4	44.4	8	61.5
13. Use of police	12	92.3	10	83.3	9	100.0	9	69.2
14. Responsibility of staff, pupils and parents	12	92.3	11	91.8	9	100.0	9	69.2
15. Non-authorized persons at school	12	92.3	9	75.0	6	66.7	9	69.2

TABLE XVI

ACCURATE IDENTIFICATION OF STATEMENTS FROM DISCIPLINE POLICY,
DES MOINES, IOWA, 1969-70, AS REPORTED BY SELECTED
MALE TEACHERS IN GRADES FOUR THROUGH SIX
(BY YEARS OF EXPERIENCE)

Summary Statement of items	<u>Years of Experience</u>							
	<u>1-3</u>		<u>4-10</u>		<u>11-15</u>		<u>Over 15</u>	
	No.	%	No.	%	No.	%	No.	%
1. Implementation of Board Policy	6	66.7	3	50.0	0	0.0	2	100.0
2. Areas of disciplinary control	6	66.7	3	50.0	1	50.0	2	100.0
3. Temper tantrums	6	66.7	6	100.0	2	100.0	2	100.0
4. Reporting criminal acts	7	77.8	6	100.0	2	100.0	2	100.0
5. Policy on exclusion from class	5	55.6	6	100.0	1	50.0	1	50.0
6. "You can't touch me" attitude	6	66.7	3	50.0	2	100.0	2	100.0
7. Bully type behavior	5	55.6	5	83.3	1	50.0	2	100.0
8. Use of physi- cal force	6	66.7	5	83.3	2	100.0	2	100.0
9. Racial bigotry	5	55.6	6	100.0	2	100.0	2	100.0
10. Definition of criminal acts	6	66.7	4	66.7	2	100.0	2	100.0
11. Physical attack or threat of attack	7	77.8	5	83.3	1	50.0	2	100.0
12. Breach of discipline	5	55.6	5	83.3	2	100.0	2	100.0
13. Use of police	7	77.8	5	83.3	1	50.0	2	100.0
14. Responsibility of staff, pupils and parents	7	77.8	6	100.0	1	50.0	2	100.0
15. Non-authorized persons at school	6	66.7	3	50.0	1	50.0	2	100.0

Six respondents, who completed other parts of the questionnaire, skipped item II E altogether, possibly indicating either an unfamiliarity with the written policy or a reluctance to rely on memory in dealing with this section. An analysis of this group shows that all were women teachers, four teaching in the lower elementary grades. All were teachers beyond the three year probationary period, four having taught over fifteen years.

Tables XVII, XVIII, and XIX show results of teacher response to item III. Women teachers on both levels ranked these two of the fifteen problems listed as ones which they solved successfully using the discipline policy: (1) "a disturbance in class" and (2) "fighting on the playground." Two other problems ranking third and fourth were "talking back to teacher" and "failure to obey the teacher." Men ranked "a disturbance in class" as first, "fighting on the playground" as second, and "talking back to the teacher" as third.

Several problems listed in item III received little or no attention from the respondents: "gum chewing", "running in the halls", "incomplete work" and "no school supplies." It can be assumed that the respondents found little help from the policy on these problems, and they relied on other resources in solving them. Women teachers did not cite "fighting near the school area" as one problem which the policy aided with, but men teachers tended to list this item.

TABLE XVII

USE OF DISCIPLINE POLICY, DES MOINES, IOWA, 1969-70, IN
CERTAIN SITUATIONS, AS REPORTED BY SELECTED FEMALE
TEACHERS, GRADES KINDERGARTEN THROUGH THREE
(BY YEARS OF EXPERIENCE)

Summary Statement of Items	Years of Experience							
	1-3		4-10		11-15		Over 15	
	C*	%	C*	%	C*	%	C*	%
a. Disturbance in class	25	86.2	12	70.6	6	66.7	13	72.2
b. Gum chewing	3	10.3	0	0.0	0	0.0	3	16.7
c. Fighting on playground	22	75.9	11	64.7	6	66.7	13	72.2
d. Fighting near school area	4	13.8	3	17.6	3	33.3	6	33.3
e. Profanity in schoolroom	12	41.4	8	47.0	3	33.3	7	38.9
f. Profanity on playground	11	37.9	4	23.5	3	33.3	6	33.3
g. Talking back to teacher	19	65.5	10	58.8	4	44.4	8	44.4
h. Tardiness	7	24.0	2	11.8	0	0.0	2	11.1
i. Running in halls	3	10.3	4	23.5	0	0.0	3	16.7
j. Stealing from classmates or teacher	12	41.4	7	41.2	4	44.4	6	33.3
k. Truancy	14	48.3	4	23.5	1	11.1	5	22.2
l. Failure to complete assignments	3	10.3	1	5.9	0	0.0	1	5.6
m. Failure to have school supplies	1	3.4	1	5.9	0	0.0	0	0.0
n. Writing of ob- scene words on school property	10	34.5	6	35.3	2	22.2	5	22.2
o. Failure to obey teacher	18	62.1	9	52.9	6	66.7	9	50.0

*Citations

TABLE XVIII

USE OF DISCIPLINE POLICY, DES MOINES, IOWA, 1969-70,
IN CERTAIN SITUATIONS, AS REPORTED BY SELECTED
FEMALE TEACHERS, GRADES FOUR THROUGH SIX
(BY YEARS OF EXPERIENCE)

Summary Statement of items	Years of Experience							
	1-3		4-10		11-15		Over 15	
	C*	%	C*	%	C*	%	C*	%
a. Disturbance in class	12	92.3	8	66.7	7	77.8	12	92.3
b. Gum chewing	1	7.7	0	0.0	1	11.1	0	0.0
c. Fighting on playground	9	69.2	8	66.7	4	44.4	9	69.2
d. Fighting near school area	3	23.1	1	8.3	1	11.1	3	23.1
e. Profanity in schoolroom	7	53.8	6	50.0	4	44.4	8	61.5
f. Profanity on playground	7	53.8	5	41.7	3	33.3	8	61.5
g. Talking back to teacher	8	61.5	7	58.3	7	77.8	7	53.8
h. Tardiness	3	23.1	0	0.0	1	11.1	2	15.4
i. Running in halls	3	23.1	1	8.3	0	0.0	2	15.4
j. Stealing from classmates or teacher	8	61.5	6	50.0	2	22.2	4	30.8
k. Truancy	8	61.5	3	25.0	3	33.3	6	46.2
l. Failure to complete assignments	1	7.7	2	16.7	0	0.0	1	7.6
m. Failure to have school supplies	0	0.0	1	8.3	0	0.0	0	0.0
n. Writing of ob- scene words on school property	4	30.8	4	33.3	3	33.3	3	23.1
o. Failure to obey teacher	8	61.5	7	58.3	4	44.4	7	53.8

*Citations

TABLE XIX

USE OF DISCIPLINE POLICY, DES MOINES, IOWA, 1969-70,
IN CERTAIN SITUATIONS, AS REPORTED BY SELECTED
MALE TEACHERS, GRADES FOUR THROUGH SIX
(BY YEARS OF EXPERIENCE)

Summary Statement of items	<u>Years of Experience</u>							
	<u>1-3</u>		<u>4-10</u>		<u>11-15</u>		<u>Over 15</u>	
	C*	%	C*	%	C*	%	C*	%
a. Disturbance in class	6	66.7	6	100.0	2	100.0	2	100.0
b. Gum chewing	0	0.0	2	33.3	0	0.0	0	0.0
c. Fighting on playground	7	77.8	6	100.0	2	100.0	2	100.0
d. Fighting near school area	6	66.7	3	50.0	1	50.0	0	0.0
e. Profanity in schoolroom	3	33.3	4	66.7	0	0.0	1	50.0
f. Profanity on playground	4	44.4	4	66.7	0	0.0	1	50.0
g. Talking back to teacher	4	44.4	6	100.0	0	0.0	2	100.0
h. Tardiness	2	22.2	2	33.3	0	0.0	1	50.0
i. Running in halls	0	0.0	2	33.3	0	0.0	0	0.0
j. Stealing from classmates or teacher	5	55.6	5	83.3	1	50.0	0	0.0
k. Truancy	3	33.3	5	83.3	0	0.0	2	50.0
l. Failure to complete assignments	0	0.0	2	33.3	0	0.0	0	0.0
m. Failure to have school supplies	0	0.0	0	0.0	0	0.0	0	0.0
n. Writing of ob- scene words on school property	2	22.2	5	83.3	0	0.0	0	0.0
o. Failure to obey teacher	3	33.3	3	50.0	1	50.0	1	50.0

*Citations

A conference with the student is the means most frequently used by teachers to handle a minor or infrequent infraction of school rules. Tables XX through XXXI reflect teacher response to item III on the questionnaire. (For purposes of comparison, a table was constructed for each level of experience.) On all of these tables teachers placed the student-teacher conference far ahead of any other method of working out a discipline problem:

Women (K-3)	85.0 per cent
Women (4-6)	90.5 per cent
Men (4-6)	87.5 per cent

According to the tables, teachers "occasionally" made a home contact by either phoning the parents, sending a note home or requesting that the parent visit the school. All tables indicate that, primarily, teachers have done the disciplining themselves, rather than send students to the office. Only four teachers out of the entire group surveyed stated that they frequently used the office as a disciplinary aid. Thirty-five teachers or about 25 per cent "occasionally" sent students to the office. A significant number of teachers did not sanction the assigning of extra duties or extra work to students as a method of solving a minor disciplinary situation. An analysis of teacher response to b and i in item III reveals that 90.6 per cent of all teachers marked the "never use" column for one or the other of these two items.

TABLE XX

METHODS OF CONTROLLING BEHAVIOR--MINOR OR INFREQUENT
 INFRACTIONS--AS REPORTED BY SELECTED FEMALE
 TEACHERS, DES MOINES, IOWA, 1969-70,
 GRADES KINDERGARTEN THROUGH THREE
 (ONE TO THREE YEARS EXPERIENCE)

Summary of Items	Frequently Used		Occasionally Used		Seldom Used		Never Used	
	No.	%	No.	%	No.	%	No.	%
a. Send student to office	1	3.4	6	20.6	20	69.0	2	6.8
b. Give student extra duties	2	6.8	5	17.4	4	13.8	18	62.0
c. Phone parents	4	13.8	16	55.2	8	27.6	1	3.4
d. Send note to parents	3	10.3	14	48.2	7	24.1	5	17.4
e. Request parent visit	2	6.8	10	34.5	14	48.3	3	10.4
f. Confer with student	28	96.6	1	3.4	0	0.0	0	0.0
g. Keep student after school	12	41.4	13	44.8	4	13.8	0	0.0
h. Keep student out of activities	11	37.9	11	37.9	5	17.4	2	6.8
i. Have student do extra work	2	6.8	5	17.4	13	44.8	9	31.0
j. Isolate from class	10	34.4	14	48.2	5	17.4	0	0.0

TABLE XXI

METHODS OF CONTROLLING BEHAVIOR--MINOR OR INFREQUENT
 INFRACTIONS--AS REPORTED BY SELECTED FEMALE
 TEACHERS, DES MOINES, IOWA, 1969-70,
 GRADES KINDERGARTEN THROUGH THREE
 (FOUR TO TEN YEARS EXPERIENCE)

Summary of Items	Frequently Used		Occasionally Used		Seldom Used		Never Used	
	No.	%	No.	%	No.	%	No.	%
a. Send student to office	0	0.0	6	35.3	8	47.1	3	17.6
b. Give student extra duties	1	5.9	5	29.4	6	35.3	5	29.4
c. Phone parents	3	17.6	8	47.1	5	29.4	1	5.9
d. Send note to parents	1	5.9	8	47.1	6	35.3	2	11.8
e. Request parent visit	2	11.8	6	35.3	6	35.3	3	17.6
f. Confer with student	15	88.2	2	11.8	0	0.0	0	0.0
g. Keep student after school	1	5.9	7	41.2	5	29.4	4	23.5
h. Keep student out of activities	5	29.4	5	29.4	5	29.4	2	11.8
i. Have student do extra work	0	0.0	4	23.5	4	23.5	9	53.0
j. Isolate from class	6	35.3	7	41.2	3	17.6	1	5.9

TABLE XXII

METHODS OF CONTROLLING BEHAVIOR--MINOR OR INFREQUENT
 INFRACTIONS--AS REPORTED BY SELECTED FEMALE
 TEACHERS, DES MOINES, IOWA, 1969-70,
 GRADES KINDERGARTEN THROUGH THREE
 (ELEVEN TO FIFTEEN
 YEARS EXPERIENCE)

Summary of Items	Frequently Used		Occasionally Used		Seldom Used		Never Used	
	No.	%	No.	%	No.	%	No.	%
a. Send student to office	0	0.0	2	22.2	7	77.8	0	0.0
b. Give student extra duties	0	0.0	2	22.2	2	22.2	5	55.6
c. Phone parents	2	22.2	5	55.6	1	11.1	1	11.1
d. Send note to parents	1	11.1	5	55.6	2	22.2	1	11.1
e. Request parent visit	3	33.3	2	22.2	4	44.5	0	0.0
f. Confer with student	7	77.8	2	22.2	0	0.0	0	0.0
g. Keep student after school	2	22.2	3	33.4	2	22.2	2	22.2
h. Keep student out of activities	0	0.0	1	11.1	6	66.7	2	22.2
i. Have student do extra work	0	0.0	2	22.2	2	22.2	5	55.6
j. Isolate from class	3	33.4	3	33.3	3	33.3	0	0.0

TABLE XXIII

METHODS OF CONTROLLING BEHAVIOR--MINOR OR INFREQUENT
 INFRACTIONS--AS REPORTED BY SELECTED FEMALE
 TEACHERS, DES MOINES, IOWA, 1969-70,
 GRADES KINDERGARTEN THROUGH THREE
 (OVER FIFTEEN YEARS EXPERIENCE)*

Summary of Items	Frequently Used		Occasionally Used		Seldom Used		Never Used	
	No.	%	No.	%	No.	%	No.	%
a. Send student to office	0	0.0	4	22.2	9	50.0	4	22.2
b. Give student extra duties	1	5.6	4	22.2	2	11.1	10	55.6
c. Phone parents	4	22.2	9	50.0	2	11.1	2	11.1
d. Send note to parents	5	27.8	9	50.0	2	11.1	1	5.6
e. Request parent visit	3	16.7	11	61.1	2	11.1	1	5.6
f. Confer with student	14	77.8	3	16.7	0	0.0	0	0.0
g. Keep student after school	5	27.8	9	50.0	2	11.1	1	5.6
h. Keep student out of activities	2	11.1	6	33.3	3	16.7	6	33.3
i. Have student do extra work	0	0.0	4	22.2	3	16.7	10	55.5
j. Isolate from class	8	44.4	5	27.8	3	16.7	0	0.0

*One teacher in this group did not respond to this
 section of the questionnaire.

TABLE XXIV

METHODS OF CONTROLLING BEHAVIOR--MINOR OR INFREQUENT
 INFRACTIONS--AS REPORTED BY SELECTED FEMALE
 TEACHERS, DES MOINES, IOWA, 1969-70,
 GRADES FOUR THROUGH SIX (ONE TO
 THREE YEARS EXPERIENCE)

Summary of Items	Frequently Used		Occasionally Used		Seldom Used		Never Used	
	No.	%	No.	%	No.	%	No.	%
a. Send student to office	1	7.7	3	23.1	7	53.8	2	15.4
b. Give student extra duties	4	30.8	1	7.6	4	30.8	4	30.8
c. Phone parents	2	15.4	7	53.8	3	23.1	1	7.7
d. Send note to parents	2	15.4	3	23.1	5	38.4	3	23.1
e. Request parent visit	1	7.7	4	30.8	5	38.4	3	23.1
f. Confer with student	12	92.3	1	7.7	0	0.0	0	0.0
g. Keep student after school	6	46.2	5	38.4	1	7.7	1	7.7
h. Keep student out of activities	3	23.1	5	38.4	4	30.8	1	7.7
i. Have student do extra work	1	7.7	7	53.8	2	15.4	3	23.1
j. Isolate from class	4	30.8	9	69.2	0	0.0	0	0.0

TABLE XXV

METHODS OF CONTROLLING BEHAVIOR--MINOR OR INFREQUENT
 INFRACTIONS--AS REPORTED BY SELECTED FEMALE
 TEACHERS, DES MOINES, IOWA, 1969-70,
 GRADES FOUR THROUGH SIX (FOUR TO
 TEN YEARS EXPERIENCE)

Summary of Items	Frequently Used		Occasionally Used		Seldom Used		Never Used	
	No.	%	No.	%	No.	%	No.	%
a. Send student to office	0	0.0	1	8.3	5	41.7	6	50.0
b. Give student extra duties	0	0.0	2	16.7	6	50.0	4	33.3
c. Phone parents	3	25.0	6	50.0	2	16.7	1	8.3
d. Send note to parents	1	8.3	5	41.7	5	41.7	1	8.3
e. Request parent visit	2	16.7	2	16.7	3	25.0	5	41.6
f. Confer with student	11	91.7	1	8.3	0	0.0	0	0.0
g. Keep student after school	2	16.7	3	25.0	6	50.0	1	8.3
h. Keep student out of activities	1	8.3	4	33.3	6	50.0	1	8.4
i. Have student do extra work	0	0.0	0	0.0	7	58.3	5	41.7
j. Isolate from class	2	16.7	6	50.0	3	25.0	1	8.3

TABLE XXVI

METHODS OF CONTROLLING BEHAVIOR--MINOR OR INFREQUENT
 INFRACTIONS--AS REPORTED BY SELECTED FEMALE
 TEACHERS, DES MOINES, IOWA, 1969-70,
 GRADES FOUR THROUGH SIX (ELEVEN TO
 FIFTEEN YEARS EXPERIENCE)

Summary of Items	Frequently Used		Occasionally Used		Seldom Used		Never Used	
	No.	%	No.	%	No.	%	No.	%
a. Send student to office	1	11.1	1	11.1	4	44.4	3	33.4
b. Give student extra duties	0	0.0	1	11.1	4	44.4	4	44.5
c. Phone parents	2	22.2	4	44.5	1	11.1	2	22.2
d. Send note to parents	2	22.2	2	22.2	3	33.4	2	22.2
e. Request parent visit	0	0.0	4	44.4	4	44.4	1	11.2
f. Confer with student	7	77.8	2	22.2	0	0.0	0	0.0
g. Keep student after school	2	22.2	3	33.3	3	33.3	1	11.2
h. Keep student out of activities	1	11.1	2	22.2	4	44.5	2	22.2
i. Have student do extra work	0	0.0	1	11.1	2	22.2	6	66.7
j. Isolate from class	3	33.3	3	33.3	2	22.2	1	11.1

TABLE XXVII

METHODS OF CONTROLLING BEHAVIOR--MINOR OR INFREQUENT
 INFRACTIONS--AS REPORTED BY SELECTED FEMALE
 TEACHERS, DES MOINES, IOWA, 1969-70,
 GRADES FOUR THROUGH SIX, (OVER
 FIFTEEN YEARS EXPERIENCE)

Summary of Items	Frequently Used		Occasionally Used		Seldom Used		Never Used	
	No.	%	No.	%	No.	%	No.	%
a. Send student to office	0	0.0	6	46.2	4	30.8	3	23.0
b. Give student extra duties	0	0.0	2	15.4	0	0.0	11	84.6
c. Phone parents	7	53.8	4	30.8	1	7.7	1	7.7
d. Send note to parents	7	53.8	3	23.0	1	7.7	2	15.4
e. Request parent visit	4	30.8	4	30.8	2	15.4	3	23.0
f. Confer with student	13	100.0	0	0.0	0	0.0	0	0.0
g. Keep student after school	5	38.4	5	38.4	1	7.8	2	15.4
h. Keep student out of activities	1	7.8	3	23.0	2	15.4	7	53.8
i. Have student do extra work	0	0.0	2	15.4	3	23.0	8	61.6
j. Isolate from class	3	23.0	8	61.6	0	0.0	2	15.4

TABLE XXVIII

METHODS OF CONTROLLING BEHAVIOR--MINOR OR INFREQUENT
 INFRACTIONS--AS REPORTED BY SELECTED MALE
 TEACHERS, DES MOINES, IOWA, 1969-70,
 GRADES FOUR THROUGH SIX (ONE TO
 THREE YEARS EXPERIENCE)

Summary of Items	Frequently Used		Occasionally Used		Seldom Used		Never Used	
	No.	%	No.	%	No.	%	No.	%
a. Send student to office	0	0.0	1	11.1	6	66.7	2	22.2
b. Give student extra duties	0	0.0	2	22.2	2	22.2	5	55.6
c. Phone parents	1	11.1	2	22.2	5	55.6	2	22.2
d. Send note to parents	1	11.1	3	33.3	3	33.3	2	22.2
e. Request parent visit	1	11.1	1	11.1	5	55.6	2	22.2
f. Confer with student	9	100.0	0	0.0	0	0.0	0	0.0
g. Keep student after school	3	33.3	4	44.5	2	22.2	0	0.0
h. Keep student out of activities	2	22.2	5	55.6	2	22.2	0	0.0
i. Have student do extra work	3	33.3	1	11.1	3	33.4	2	22.2
j. Isolate from class	1	11.1	5	55.6	3	33.3	0	0.0

TABLE XXIX

METHODS OF CONTROLLING BEHAVIOR--MINOR OR INFREQUENT
 INFRACTIONS--AS REPORTED BY SELECTED MALE
 TEACHERS, DES MOINES, IOWA, 1969-70,
 GRADES FOUR THROUGH SIX (FOUR TO
 TEN YEARS EXPERIENCE)

Summary of Items	Frequently Used		Occasionally Used		Seldom Used		Never Used	
	No.	%	No.	%	No.	%	No.	%
a. Send student to office	0	0.0	2	33.3	4	66.8	0	0.0
b. Give student extra duties	1	16.7	3	50.0	1	16.7	1	16.7
c. Phone parents	0	0.0	4	66.7	2	33.3	0	0.0
d. Send note to parents	0	0.0	2	33.3	4	66.7	0	0.0
e. Request parent visit	0	0.0	2	33.3	3	50.0	1	16.6
f. Confer with student	6	100.0	0	0.0	0	0.0	0	0.0
g. Keep student after school	3	50.0	3	50.0	0	0.0	0	0.0
h. Keep student out of activities	2	33.3	1	16.7	3	50.0	0	0.0
i. Have student do extra work	0	0.0	3	50.0	1	16.7	2	33.3
j. Isolate from class	2	33.3	4	66.7	0	0.0	0	0.0

TABLE XXX

METHODS OF CONTROLLING BEHAVIOR--MINOR OR INFREQUENT
INFRACTIONS--AS REPORTED BY SELECTED MALE
TEACHERS, DES MOINES, IOWA, 1969-70,
GRADES FOUR THROUGH SIX (ELEVEN TO
FIFTEEN YEARS EXPERIENCE)

Summary of items	Frequently Used		Occasionally Used		Seldom Used		Never Used	
	No.	%	No.	%	No.	%	No.	%
a. Send student to office	0	0.0	0	0.0	1	50.0	1	50.0
b. Give student extra duties	0	0.0	1	50.0	0	0.0	1	50.0
c. Phone parents	0	0.0	2	100.0	0	0.0	0	0.0
d. Send note to parents	1	50.0	0	0.0	0	0.0	1	50.0
e. Request parent visit	0	0.0	1	50.0	0	0.0	1	50.0
f. Confer with student	1	50.0	1	50.0	0	0.0	0	0.0
g. Keep student after school	1	50.0	0	0.0	1	50.0	0	0.0
h. Keep student out of activities	0	0.0	2	100.0	0	0.0	0	0.0
i. Have student do extra work	1	50.0	0	0.0	0	0.0	1	50.0
j. Isolate from class	0	0.0	0	0.0	1	50.0	1	50.0

TABLE XXXI

METHODS OF CONTROLLING BEHAVIOR--MINOR OR INFREQUENT
 INFRACTIONS--AS REPORTED BY SELECTED MALE
 TEACHERS, DES MOINES, IOWA, 1969-70,
 GRADES FOUR THROUGH SIX (OVER
 FIFTEEN YEARS EXPERIENCE)

Summary of Items	Frequently Used		Occasionally Used		Seldom Used		Never Used	
	No.	%	No.	%	No.	%	No.	%
a. Send student to office	1	50.0	1	50.0	0	0.0	0	0.0
b. Give student extra duties	0	0.0	1	50.0	0	0.0	1	50.0
c. Phone parents	1	50.0	0	0.0	0	0.0	1	50.0
d. Send note to parents	1	50.0	0	0.0	0	0.0	1	50.0
e. Request parent visit	1	50.0	0	0.0	1	50.0	0	0.0
f. Confer with student	2	100.0	0	0.0	0	0.0	0	0.0
g. Keep student after school	0	0.0	2	100.0	0	0.0	0	0.0
h. Keep student out of activities	0	0.0	0	0.0	2	100.0	0	0.0
i. Have student do extra work	0	0.0	0	0.0	1	50.0	1	50.0
j. Isolate from class	1	50.0	0	0.0	1	50.0	0	0.0

Chapter IV

CONCLUSIONS AND RECOMMENDATIONS

It was the purpose of this study (1) to determine current practices in applying a written discipline policy in elementary schools, (2) to identify those practices found to be most common, and (3) to determine how consistently certain aspects of the policy are being carried out.

Questionnaires were delivered to teachers in fifty-eight elementary school buildings in the Des Moines Independent Community School District. In forty-eight schools where both the lower elementary and upper elementary units were in operation, two teachers from each unit were contacted. In each of ten schools having only the lower elementary unit, two teachers were given the questionnaire. About seventy-six per cent of the questionnaires were returned for analysis.

SUMMARY

The conclusions reached are listed below:

1. Most teachers had received an orientation to the written policy from the building principal.
2. A number of teachers had discussed the policy with colleagues.

3. Teachers generally endorsed the written policy, either partly or completely.
4. None of the teachers surveyed used the policy "a great deal", despite the fact that there was general support of the policy.
5. A significant number of teachers either used the policy infrequently or not at all.
6. Teachers with more experience in the school system were usually the ones who reported that they had not read the policy or that they were unfamiliar with specific statements from the written discipline policy.
7. Inaccuracies in identifying statements from the written policy occurred more frequently among women teachers with over fifteen years experience and among men teachers in the probationary period.
8. Teachers in the survey seemed to need clarification on two items in the written discipline policy:
 - (a) the role of the building principal as an implementor of the written policy and (b) the use of physical force by the teacher to stop or prevent a breach of discipline.
9. The written discipline policy does not outline procedures for handling minor or infrequent disciplinary problems in elementary schools.

10. The discipline policy is most helpful to teachers as they handle misconduct in the classroom or fighting on the playground.
11. The policy does not aid teachers in motivating students to complete class assignments or to have their school supplies.
12. The most frequently used technique which teachers employ to handle minor or infrequent infractions is the student-teacher conference.
13. Since student-teacher conferences are not suggested in the written policy as a device for handling minor or infrequent disciplinary problems, it can be concluded that the use of conferences in elementary buildings is the result of principal direction or teacher initiative.
14. Teachers rarely assign extra work or extra duties as a method of handling a discipline problem.
15. Home contact is occasionally employed by teachers in handling a discipline problem.

RECOMMENDATIONS

As a result of the study undertaken, this investigator recommends:

1. That a committee of elementary teachers review the discipline policy and submit a report to the Director of Elementary Education indicating in

what ways the policy could be made more useful to elementary teachers.

2. That an in-service program on the use of the policy be prepared for all teachers by the central administration.
3. That the policy be reviewed and discussed periodically by principals even in buildings where the staff does not change substantially from year to year.
4. That discussions about effective ways to handle teacher-student conferences be conducted by the principal or qualified members of the school faculty.
5. That the elementary principal conduct with his staff periodic discussions of successful techniques in handling behavior problems.

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APPENDIX

QUESTIONNAIRE

This survey applies to teachers in grades Kindergarten through six and current practices in using the written discipline policy in the Des Moines Public Schools. Please do not refer to the Discipline Policy in completing the questionnaire.

I. Identifying Data--Respond to each item below by circling the appropriate number.

A. Level taught

1. Lower elementary (K-3)
2. Upper elementary (4-6)

B. Sex

1. Male
2. Female

C. Years of experience in the Des Moines System

1. One to three years
2. Four to ten years
3. Eleven to fifteen years
4. Over fifteen years

II. The Written Discipline Policy

A. Circle one or more of the numbers below which indicates your familiarity with the policy.

1. The policy was read and/or interpreted by the principal in a faculty meeting.
2. I read the policy informally with associates.

3. I have read the policy and had no interpretation by the principal or administrators.
 4. I have not read nor had the policy read to me.
- B. Circle one of the numbers below to indicate the degree of agreement with the policy on handling problems.
1. Agree completely.
 2. Agree with some parts.
 3. Do not agree at all.
- C. Circle one of the following numbers to indicate the degree to which the policy has been helpful to you.
1. Very helpful
 2. Some help
 3. No help
 4. Detrimental
- D. Circle one of the numbers below to indicate how often you have applied the policy since its adoption.
1. A great deal
 2. Somewhat
 3. Slightly
 4. Not at all
- E. Circle yes or no to indicate whether the statements below are contained in the discipline policy. (Please do not refer to the policy.)
- Yes No 1. The principal or his duly appointed representative will determine for his school the procedure to be followed by the staff of the school in carrying out board policy.
- Yes No. 2. Areas in which disciplinary control of pupils is to be exercised are as follows:
- a. while on school premises
 - b. while near the school grounds
 - c. while on school owned and operated buses or chartered buses

- Yes No 3. A temper tantrum which disrupts a class is a breach of discipline.
- Yes No 4. All criminal acts shall be reported by the principal or acting building administrator to police.
- Yes No 5. Classroom teachers may not exclude from class any students who has become a discipline, chronic absence or tardy problem until the problems are resolved.
- Yes No 6. The policy should be effective in dispelling the "you can't touch me" attitude of some pupils.
- Yes No 7. Bully type behavior is not a breach of discipline.
- Yes No 8. Physical force may not be used when oral or moral persuasion fail.
- Yes No 9. Display of racial bigotry or intolerance is a breach of discipline.
- Yes No 10. Criminal acts may include assault, unlawful assembly, malicious threats or profanity.
- Yes No 11. Physical attack on or threat of physical attack to teachers is not a breach of discipline.
- Yes No 12. Physical force may be used only to prevent a breach of discipline or to stop a continuing breach of discipline.
- Yes No 13. School administrators may not enlist the aid of the police department to have removed any non-authorized persons.
- Yes No 14. In the maintenance of school discipline, the carrying out of school procedures is not a joint responsibility of the board, its staff, the pupils and their parents.
- Yes No 15. Non-authorized persons should not be on the school premises at any time without authorization of the school building administrator.

III. Use of the policy in situations: Directions--Circle the letter of each item below which you feel the discipline policy helps you deal with successfully.

- a. A disturbance in the classroom
- b. Gum chewing
- c. Fighting on the playground
- d. Fighting near the school area
- e. Profanity in the schoolroom
- f. Profanity on the playground
- g. Talking back to teacher
- h. Tardiness
- i. Running in the halls
- j. Stealing from classmates or teacher
- k. Truancy
- l. Failure to complete classroom assignments
- m. Failure to have school supplies
- n. Writing of obscene words on school property
- o. Failure to obey teacher requests

(Other items may be added here or on the back.)

For minor or infrequent infractions, how often do you employ the following methods of controlling behavior? Beside each of the items below write:

- 1 for frequently used
- 2 for occasionally used
- 3 for seldom used
- 4 for never used

- _____ a. Send student to office
- _____ b. Give student extra duties (clean boards, pick up paper, etc.)
- _____ c. Phone parents
- _____ d. Send note to parents

- _____ e. Request parent visit school
- _____ f. Confer with student
- _____ g. Keep student after school
- _____ h. Keep student out of activities
- _____ i. Have student do extra written work
- _____ j. Isolate student from rest of class

(Other methods used by teacher may be added below or on back.)